

Revised by: B. Roth
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Date revised: February 2016
Textbook Update: Spring 2020
C&GE approved: March 14, 2016
Board approved: April 13, 2016

Early Care, Education and Family Studies (ECE) 2041 Administration II: Personnel and Leadership in Early Care and Education Programs (3 Units) (DS 6) CSU
[formerly Early Childhood Education 2041; Early Childhood Education 14]

Prerequisite: Successful completion in Early Care, Education and Family Studies 1621 with a grade of “C” or better

Prerequisite knowledge and skills: Before entering the course, the student should be able to

1. Compare and contrast various program structures, philosophies and curriculum models,
2. identify the responsibilities involved in the planning and administration of an ECE program,
3. identify strategies to ensure equity and respect for children, families, staff and colleagues,
4. demonstrate knowledge of compliance with licensing and regulatory systems,
5. assess various methods and tools of evaluation,
6. examine effective policies and procedures for staffing and scheduling, and
7. analyze systems and methods to support sound fiscal operations in a variety of ECE settings.

Total Hours: 48 hours lecture

Catalog Description: This course is designed to meet an educational need for administrators and directors that is not covered in the introduction administration course, Early Care, Education and Family Studies 1621. This course will focus on effective strategies for personnel management and leadership in early care and education settings, as well as legal and ethical responsibilities, supervision techniques, professional development and developing the skill of reflective practice to ensure a diverse and inclusive program.

Type of Class/Course: Degree Credit

Text:

Sciarra, Dorothy J., et al. *Developing and Administering a Child Care and Education Program (9th Ninth Edition)*. Cengage Learning, 2014.

Kagan, Sharon, and Barbara T. Bowman. *Leadership in Early Care and Education*. Washington, D.C.: NAEYC, 1997. Print.

Bloom, Paula Jorde, Marilyn Sheerer, and Joan Britz. *Blueprint for Action*. Beltsville: Bloom, 1991. Print.

Harris, Ben, and Kenneth McIntyre. *Personnel Administration in Education*. Newton: Allyn, 1985. Print.

Taylor, Barbara. *Early Childhood Program Management, People and Procedures*. Columbus: Merrill, 1989. Print.

Additional Required Materials: Alexander Hamilton Institute, *The Employee Problem Solver*. Ramsey: 1995. Presented by instructor.

Course Objectives:

By the end of the course, a successful student will be able to:

1. analyze the factors needed to create a diverse and inclusive environment,
2. identify components of hiring practices, observation and evaluation of staff,
3. explain the legal requirements and responsibilities of administering an early care and education program,
4. formulate strategies for compensation and professional growth opportunities,
5. identify staff needs and provide professional development opportunities and training,
6. describe practices for successful collaboration with families, staff and the community, and
7. articulate the importance of professional integrity, confidentiality and ethical practices.

Course Scope and Content:

Unit I Administrator Responsibilities

- A. Legal requirements and responsibilities
- B. Ethics and professional behaviors
- C. Reflective Practice
- D. Time Management
- E. Working with colleagues and families
 1. Creating a diverse and inclusive environment
 2. Team building strategies
 3. Establishing professional relationships and boundaries
 4. Communication Strategies
 5. Dealing with Conflict
- F. Working with Stakeholders
 1. Boards (Parents, Governing, Advisory, etc.)
 2. Community Agencies
 3. Other professionals/networking

Unit II Hiring, Evaluation and Termination

- A. Job descriptions
- B. Hiring and termination procedures
- C. Observations and evaluations
- D. Compensation and benefits
- E. Payroll procedures
- F. Personnel handbook

Unit III Leadership and Professional Development

- A. Development of staff and administrators
- B. Modeling, coaching and mentoring
- C. Cultivating leaders
- D. Leadership styles
- E. Confidentiality
- F. Prioritizing (personal needs and work)
- G. Professional membership and advocacy

Learning Activities Required Outside of Class:



The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Skill practice
2. Completing required work
3. Written work
4. Journal writing
5. Observations of or participation in an activity related to course content
6. Hands-on projects

Methods of Instruction:

1. Films or videos when available
2. Workshops and visitations to job sites
3. Class presentations
4. Lectures and seminars with Early Childhood Administrators

Methods of Evaluation:

1. Substantial writing assignments, including:
 - a. essay exams
 - b. laboratory reports
 - c. term or other papers
 - d. written homework
2. Computational or non-computational problem-solving demonstrations, including:
 - a. examinations
 - b. homework problems
 - c. laboratory reports
 - d. observations
3. Skill demonstrations, including:
 - a. class performance
 - b. performance examinations
 - c. field work
4. Other examinations, including:
 - a. multiple choice
 - b. matching items
 - c. true/false items
 - d. completion

Supplemental Data:

TOP Code:	130580: Child Dvlpmnt Admin & Manage
SAM Priority Code:	C: Clearly Occupational

Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	2: Stand-alone
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE